



October 28, 2010

Amherst Planning Department  
Amherst Town Hall, 2<sup>nd</sup> Floor  
4 Boltwood Avenue  
Amherst, MA 01002

Greetings to the Amherst Planning Department,

Enclosed is The Literacy Project's human service funding application for the Amherst FY 2011 Community Development Block Grant.

We are asking for funds for the Amherst classroom's Passport to Success Transitions Program that supports our low- and moderate-income clients in overcoming barriers to continuing their education and in making the move to college, vocational training, and work. In our shifted economy that requires a GED and more to succeed, and in the face of the continued economic downturn, it is critical for Amherst's lower-skilled residents to have access to services that provide learning and work skills as a critical step toward economic security and self-sufficiency. Their successes make a difference not just in their lives but in the lives of others, as they contribute more to their families, our local workforce, and our community.

We look forward to the possibility of working with the Town of Amherst to help keep the doors of opportunity open for Amherst residents who are ready to move their lives forward. Thank you for your consideration.

Sincerely,

Judith Roberts  
Executive Director

ADMINISTRATIVE OFFICE: 15 BANK ROW, SUITE C, GREENFIELD MA 01301

Phone/TTY: 413-774-3934 Fax 413-774-3946 [www.literacyproject.org](http://www.literacyproject.org)

CLASSROOMS: Amherst – Greenfield – North Quabbin (Orange) – Northampton – Ware

*Supported by a grant from the Massachusetts Department of Elementary & Secondary Education.*

*This material does not necessarily reflect the views or policies of the Mass. Dept. of Elem. & Sec. Ed. or the federal government.*

*Funded in part by Dept. of Housing and Urban Development and Dept. of Housing and Community Development, Mass. CDBG Program.*



TOWN OF AMHERST HUMAN SERVICE FUNDING APPLICATION

AGENCY NAME: The Literacy Project, Inc.  
AGENCY ADDRESS: 15 Bank Row, Suite C Greenfield, MA 01301  
AGENCY PHONE NO: 413-774-3934 CONTACT PERSON: Judith Roberts, Executive Director (ext. 17)  
2011 CDBG REQUEST: \$26,000

Cover Sheet – Social Service Activity

1. Project Name The Literacy Project Passport to Success Transitions Program:  
Preparing Amherst Adult Basic Education clients to Make the Transition to Post-Secondary  
Education/Training and Work
2. Budget Request \$26,000
3. Activity Identification—please check one
  - ☐ Homelessness and sheltering
  - ☒ Education: outreach and advocacy
  - ☐ Mental health services
  - ☐ Emergency & preventive services: rental, food, fuel, shelter and transitional assistance
  - ☐ Other
4. Number of low/moderate income individuals/families served: 60
5. Describe how you will ensure that participants meet low/moderate income requirements: We will use a version of the attached form (or another form provided by Town of Amherst).
6. Demonstrate consistency with the Town's Community Development Strategy and the priorities as established by the Community Development Committee:

This project addresses section IV of the CDS – it is a social service activity that increases options for meaningful employment among low- and moderate-income individuals/households, thus addressing issues of poverty and financial stress; it also connects clients with other needed services (to obtain health care, for example) so they can overcome barriers to pursuing education and work, and ultimately self-sufficiency. It will collaborate with Amherst Survival Center in delivering services. By providing transitions services for moving on to post-secondary education/training and work, and for making community connections to other supports for overcoming barriers to pursuing education and work, as part of a Comprehensive Adult Basic Education program, the project addresses the Community Development Committee priority of Education: Outreach and Advocacy.



## **Massachusetts CDBG Program FY 2011 – Amherst – Human Service Funding Application**

### **The Literacy Project Passport to Success Transitions Program: Preparing Amherst Adult Basic Education Clients to Make the Transition to Post-Secondary Education/Training and Work**

#### **A. Project Description**

The Literacy Project (TLP) requests \$26,000 to fund 66 weeks of Passport to Success Transitions Program services (to include individualized counseling, skill building, and group work to help clients pursue education and work goals) for 60 low- and moderate-income Amherst residents as part of our free, comprehensive Adult Basic Education (ABE) services. This program is presently unfunded at our Amherst classroom; CDBG funding will ensure funding the transitions counselor position for 12 hours a week, including 2 outreach hours a week at Amherst Survival Center (Source A - support letter). Passport to Success provides vital support for students enrolled in TLP classes (basic literacy/pre-GED/ GED) as well as for other residents who need support to set and pursue education and work goals. Passport to Success helps clients to:

- *Overcome barriers in their lives that prevent pursuing education and work goals* – Along with needing to improve their education levels and work prospects, many TLP clients face other challenges (for example, needing child care, health care, domestic violence assistance, food or housing); yet they are often unaware of the network of available resources or they don't feel confident accessing them. The transitions counselor assesses client needs for other services and connects clients with these services so they can focus on pursuing education and a career. Amherst Survival Center outreach will also include referring clients who do not yet have a high school credential to TLP ABE classes or to other options as needed.
- *Explore post-secondary education/training and career options, set goals, and build the skills and community connections needed to pursue their goals* – For those without a high school credential, and for those who may have one but whose skills are outdated (such as low-skilled/displaced workers or homemakers needing to re/enter the workforce who lack adequate computer, job search and workplace skills), the world of post-secondary education and employment that now often requires at least “middle-level skills” (B) can seem intimidating and out of reach. Transitions support bridges what can otherwise be a daunting divide by helping clients acquire the requisite skills and community connections\* to move on to the next phase of their lives prepared and confident, and thus more likely to persist and succeed. (\*Skills training includes technical skills such as computer/online literacy, skills to complete job/college/financial aid applications, job search and interviewing skills, and “soft skills” such as time management/teamwork/decision making/communication. Community connections are forged through referrals to the Career Center and community college/vocational programs, college and job field trips, and workshops with post-secondary, career search, and employer representatives.)

#### **B. Community's Need for Proposed Project/Program**

*The need: Transitions services among Adult Basic Education (ABE) clients who seek a GED, increased skills, and better job prospects to attain economic security and self-sufficiency*

In 2007-2008, Community Action! of the Franklin, Hampshire, and North Quabbin Regions conducted a needs assessment with community members, organizations and leaders. The resulting *Action Plan* reports a correlation between low income and high school dropout. (C38-9); and while a GED is a critical first step for those lacking a high school diploma, in today's

economy, in which “a worker must have at least an associate-level degree to command a living wage” (C38) the GED alone is not enough. Foundational research by NCSALL (National Center for the Study of Adult Learning and Literacy), however, found that most GED holders do not go on to college or vocational training despite the desire to, that GED programs should be much more tightly linked to additional education and training, and that adult education programs should focus more resources on low-skilled students. (D62,72,78-9; E1-3) ABE clients typically have low skill levels and also face many other barriers to advancing their education and employment. Of the *Action Plan* survey respondents who had not been in education or work training during the past year, 75% reported encountering barriers, including: lack of transportation, money, and childcare; health problems; and fear of being unable to do the work. (C40) Other common challenges that ABE clients face include: learning disabilities; insufficient English fluency for post-secondary education/training and work; inadequate health care; homelessness; addiction; lack of skills, confidence and/or an effective personal support network to identify and carry out productive next steps. Transitions support is crucial to helping ABE clients identify and set goals, gain skills, and access resources for furthering their education and work readiness; it provides a bridge to the additional education and training that NCSALL advocates. TLP’s Passport to Success Transitions Program helps ABE clients overcome the barriers in their lives so they can persist in earning a GED and then make the move to college, vocational training, and work.

***Severity of need - Massachusetts*** In 2005, the National Center for Education Statistics reported significant percentages of Massachusetts adults testing at “Below Basic” and “Basic” skill levels on several scales: 32% in prose literacy, such as understanding a news article; 26% in document literacy, such as completing a job application; and 46% in quantitative literacy, such as balancing a checkbook. (F) According to Mass. Institute for a New Commonwealth (MassINC) in year 2000, more than 1.1 million of the state’s 3.2 million workers lacked the skills to perform in the rapidly changing economy: 280,000 were high-school dropouts lacking necessary skills; 667,000 had a high school credential but lacked basic skills to perform in the typical 21<sup>st</sup> century workplace; 195,000 were immigrants with limited English speaking skills. (F) The need appears even more severe in light of the fact that middle-skill jobs – requiring more than a high school diploma but not a four-year degree – now represent the largest share of jobs in Massachusetts and a substantial share of future job openings (B4).

***Severity of need – Amherst and Hampshire County Region*** Year 2000 census data (the most recent available) indicate that over 1200 Amherst residents need ABE and Limited English Proficiency services. (G) American Community Survey 2006-2008 estimates report that: over 28% of Amherst residents are below poverty level, almost three times the state rate of 10%; over 19% speak a language other than English at home (this is a potential indicator of the need to improve English fluency in ways specific to post-secondary and work-readiness and increased civic/community participation, and/or of the need to develop familiarity with a new cultural setting in ways that include acquiring skills and connections for post-secondary success, work-readiness, and civic/community participation). (H, I) Another indicator of need is the “Self Sufficiency Standard” (SSS), identifying family income levels needed in a given place to cover the cost of living, working, raising a family, and paying taxes without public or private help; for a family of 1 adult, an infant and preschool-age child in Hampshire County in 2006, the annualized average weekly wage was \$36,192 vs. a \$52,509 SSS; for 2 minimum-wage adults with a preschool and school-age child, the 2006 county wage was \$28,080 vs. a \$55,170 SSS. (C30,33) The Mass. Dept of Workforce

Development reports a 4.6% unemployment rate in Amherst for the first quarter of 2010 (vs. 3.7% in 2009) and a continued lag in wages in the Franklin/Hampshire area compared to the state: of 3,328 people collecting unemployment during March 2010, 32.8% earned less than \$500 a week on their previous job compared to 30.2% for the state, and only 24.2% had weekly wages above \$1,000 a week vs. 30.7% for the state. (J1,13)

The number of adults without a high school credential also indicates need. TLP does not encourage high school students to drop out and includes “return to high school” among the goals clients can set for themselves; moreover, Amherst High School dropout rates have consistently remained under state rates. 2006-2008 Community Survey estimates, however, report that more than 350 Amherst residents have no high school credential. (H)

TLP/Amherst enrollments also demonstrate need. In FY10, the classroom served 41 Amherst residents (31 were newly enrolled and 10 were either continuing from the previous year or had returned after stopping their participation before program completion).

***Affected population*** Program beneficiaries include low- and moderate-income adults and out-of-school youth in Amherst who do not have a high school credential or who need more education and training to improve their skills and prospects. TLP clients include: single parents; working poor; displaced workers; homemakers needing to re/enter the workforce; pregnant and parenting teens; people who are homeless, hungry, in recovery, in need of resources to improve personal health, or court-ordered to attend GED training; people who are adversely affected by physical or learning disabilities; and those who are functionally illiterate or whose primary language is not English and who need skills above the ESOL class level.

The Amherst classroom serves a large proportion of English Language Learners. In FY10, 18 (44%) of the Amherst residents served by TLP spoke English as their primary language and 23 (56%) had a primary language other than English (including Spanish, Portuguese, Khmer, Chichewa, Creole, Yoruba, Urdu, Jola, and Wolof). Amherst client ethnicities and ages for FY10 are detailed in the tables below:

White – 8
Asian – 4
Black – 11
Cape Verdean – 1
Hispanic – 16
Indian Sub-Continent - 1

Female - 21
Male - 20
Age 16-17 – 7
Age 18-24 – 13
Age 25-44 – 15
Age 45-59 - 6

***Why affected population is underserved*** TLP is the only provider in Amherst of free, integrated learning and work skills services; without TLP programs, residents who need to improve both their academic and work success skills fall through the cracks of existing services. For non-native English speakers specifically, TLP’s services pick up where more basic English-language services leave off, helping clients to build on newly-acquired basic English skills to achieve the levels of reading, writing and cultural fluency needed to fully function within the community and contribute to its quality of life; and for many of our immigrant clients who come to us with very little formal education, TLP is their local option for acquiring the academic skills needed to pursue the education and employment that can ensure economic security and self-sufficiency for

themselves and their families. The transitions program at the Amherst classroom is presently unfunded, and so classroom staff can provide only the most basic stopgap transitions support, whereas ABE clients typically need more intensive support for successfully navigating their transition to post-secondary education/training and family-sustaining employment.

### **C. Community Involvement**

#### ***Process used to select project; how project was responsive to expressed community need***

During 2002-04, the Community Planning Partnership for Adult Education, funded by Mass. Dept. of Education and comprising TLP, International Language Institute, and Center for New Americans, confirmed the need for ABE services that include transitions support. Using interviews, focus groups, and surveys, the Partnership gathered information from a range of community organizations and individuals. (K1,7,9) At the same time, TLP instructors were seeing a demonstrated need by clients to receive skill-building instruction and individualized support for meeting the challenges of moving on to college, vocational training, and work. TLP created the transitions program in 2005 in Greenfield with CDBG funds to serve youth, and in 2007 with support of CDBG funds again, the program was expanded to include older clients. Since TLP started its transitions program, it has been implemented in Amherst in years when funding has been available, including with funding from the DTA Literacy Improvement Program and Mass. Woman's Home Missionary Union. The current *Action Plan* (C38-40), other data discussed above, and TLP/Amherst's participation in the Amherst Human Services Network and the Council of Social Agencies of Hampshire County confirm the ongoing need for these services.

***Process that will be used to maintain involvement of project beneficiaries*** The Passport to Success program maintains involvement of current beneficiaries by:

- Assessing each student's educational level, skill needs, education and career goals, and potential barriers to success
- Providing individualized support that meets students where they are so they can work toward the next step.

Passport to Success also maintains involvement by routinely posting classroom notices about events and available services. The Transitions Counselor conducts systematic follow-up with clients previously served, to check in with them, inform them of opportunities of potential interest, and track longer-term outcomes.

### **D. Project Feasibility**

#### ***1. Evidence to show that community-at-large/beneficiaries will use the project***

The Amherst classroom held a student meeting on October 7, 2010 to discuss students' perceptions of needs for transitions services (L); student responses document a demand for "extra-curricular" support services to pursue education and career goals and to improve personal and family stability (examples include receiving problem-solving counseling as well as help with career exploration, job search skills, education-associated costs such as GED fees and bus passes, completing applications and forms, and understanding housing and health care requirements). Additionally, TLP/Amherst Site Director Sheila Murphy and Amherst Survival Center Program Director Tracey Levy, in discussing TLP's transitions outreach at the Survival Center, concluded that of the 378 customers served weekly, 238 (65%) are Amherst residents; and of these, 70 (30%) will need the types of education/job search transitions services TLP will offer (support letter attached – source A). Past participation at TLP/Amherst shows increasing demand for these services among Amherst residents: the classroom served 41 Amherst residents in FY10, 36 in



FY09, and 30 in FY08. Moreover, FY10 referral sources show that a range of community organizations refer people to TLP (M).

## ***2. Matching/other funds***

The budget for implementing the Passport to Success Transitions Program at TLP/Amherst will be \$76,000. TLP's principal funder for many years has been Massachusetts Dept. of Elementary and Secondary Education (DESE), which funds academic classes; TLP is in the 6<sup>th</sup> year of a multi-year DESE grant, and we anticipate another successful application in the next multi-year grant cycle (DESE estimated start date is 2012 or 2013). The project budget includes \$46,200 in DESE support for TLP/Amherst, for instructional and administrative staff (see "Management Plan" below) and other program expenses. TLP's Executive Director conducts ongoing fundraising among private and corporate foundations, local businesses, and civic organizations to generate the balance of program funds. TLP/Amherst classroom volunteers provide in-kind support; local businesses, private secondary schools, and the community provide additional in-kind support (such as school supplies and food and fundraising space).

Projected Mass. DESE funds July 2011-Dec. 2012 – \$46,200

(1.5 years of multi-year grant – copy of current-year contract attached)

Anticipated funds:

Amherst Club Love Notes \$1,000

(documentation of current award attached)

Community fundraising \$2,800

Documentation of TLP bank balance as of 10/19/10 attached.

## ***3. Roles and responsibilities of project personnel as well as internal controls***

**Transitions counselor Diane Regnery** (reports to Site Director) - Conducts outreach; Conducts assessments to set client goals and identify other social service needs; Provides individualized counseling, case management, and group instruction as appropriate to implement transitions program and help clients overcome barriers to success; Maintains client progress files; Tracks outcomes; Writes reports

**Site director Sheila Murphy** (reports to Executive Director) – Conducts outreach and academic assessments; Supervises classroom staff; Oversees site reporting

**Instructor Kimberly Hake** (reports to Site Director) – Conducts outreach; Teaches classes; Provides academic and life skills counseling

**Executive Director (ED)/Program Director Judith Roberts** (reports to Board of Directors) – Provides fiscal and program oversight; Supervises Site Director, Coordinators, and Office Manager

**Technology Coordinator Sara MacKay** (reports to ED) – Provides computer/network maintenance and training

**Volunteer Coordinator/Community Planning Coordinator Margaret Anderson** (reports to ED) - Recruits, trains, supports classroom volunteers; Coordinates publicity and fundraising

**Office Manager Susan Beech** (reports to ED) - Provides administrative assistance  
Staff resumes are attached (N).

**Internal Controls** – The Literacy Projects contracts with Bruce D. Norling, CPA, P.C., whose firm provides an annual comprehensive fiscal audit. (Copy of TLP *Accounting Manual* and *Financial Statements for the Years Ended June 30, 2010 and 2009* attached.)

## ***4. Agency Expertise*** TLP's expertise in providing comprehensive education/transitions services for

ABE clients allows for successful completion of this project within the project timeframe. TLP has provided education/transitions services since 1984 and is the only provider in Amherst of free, comprehensive services that include integrated and simultaneous education and training providing a bridge to college, vocational training, and work. Since 2005, TLP's transitions program has helped hundreds of clients to overcome barriers to persisting in earning a GED and to navigate next steps beyond the GED. In FY10, the agency served 438 clients in ABE classes and 310 transitions clients; 55 clients earned a GED, 8 enrolled in post-secondary education training, 20 took a college-level course, 11 enrolled in a transition-to-college program, and 35 obtained a paying job. The Amherst classroom in FY10 served 59 clients (41 Amherst residents) in ABE classes and 37 clients (20 Amherst residents) in transitions services; 12 clients earned a GED, 1 enrolled in post-secondary education/training, and 10 obtained a paying job; CDBG funding will ensure a greater intensity of transitions services for Amherst residents (increasing the transitions counselor position to 12 hours a week from 5 hours per week for half of FY10), thus enabling more residents to achieve these goals as well as to make the significant strides toward them that TLP also tracks ("momentum points" such as registering with the Career Center, writing a resume, completing a post-secondary/job application, and interviewing for a job). The 18-month project timeframe allows the Transitions Counselor to help clients set and meet goals as their educational and personal readiness allows. TLP has a long history of community collaboration, which is key to providing the comprehensive, coordinated services ABE clients need, while avoiding redundancy in services; along with the resources already mentioned, TLP/Amherst maintains connections with the Regional Employment Board/Pathways to MCAS Success, Greenfield Community College Next Step Up and Holyoke Community ABE Transition to College and Careers Program, WIA Youth program through the Northampton YWCA, Family Outreach of Amherst, Amherst Housing Authority, Community Action (support letter attached - O), Center for New Americans (support letter attached – source P), Mass. Rehabilitation Commission, and Department of Transitional Assistance. The TLP/Amherst classroom is fully ADA-compliant and accessible to downtown and bus routes.

### **5. Program Budget**

The program budget is attached.

### **E. Impact**

**Impact on identified need:** 60 Amherst residents who lack a high school credential or who have outdated post-secondary/job skills will receive transitions services to help them develop post-secondary success skills and work-readiness so they can pursue economic self-sufficiency in an economy in which more and more jobs need "middle-level" skills.

**Measurable improvements that will result from the activity:** Outcome measures will include the number of participants who are measurably achieving primary outcomes related to education and employment as well as momentum points that mark significant steps toward achieving these outcomes. TLP tracks the primary outcomes of earning a GED, obtaining post-secondary education/training, and obtaining a job/better job; we also track many momentum points in these categories, as well as in the categories of personal/family stability and civic participation (list attached – source Q). Of the 60 CDBG-funded transitions clients to be served, we project an average of 2 primary outcomes/momentum points to be achieved per client.

**How much of the need will be addressed:** Providing transitions services to 60 Amherst residents will address approximately 5% of the identified need for ABE/LEP services by more than 1200 Amherst residents, as identified by Mass. Dept. of Elementary and Secondary Educ. (G). It will also address approximately 17% of the need among the more than 350 residents age 25 and over

who lack a high school credential, as estimated by the most recent American Community Survey (ACS). (H) Projecting from past TLP/Amherst data, English will not be the primary language for at least 50% of CDBG-funded transitions clients (30 people); providing transitions services to this population will address approximately .5% of the potential need identified in ACS for improved English fluency and cultural familiarity related to acquiring post-secondary success skills, building work-readiness, and improving civic/community participation. (H)

**Direct and indirect outcomes:** Direct outcomes include the primary outcomes and momentum points discussed under “Measurable improvements” above. A broad range of indirect outcomes result as clients’ increased skills and community connections bring benefits that ripple out to their families, the local workforce, and the community. For example, earning a GED, obtaining post-secondary education/training, and obtaining a driver’s license all positively impact the ability to work, increasing income and thus personal/family stability as well as the ability to contribute to the local tax base and business economy. Parents who increase their educational levels positively impact their children’s chances for success in school (F), thus breaking the intergenerational cycle of school dropout and the poverty often associated with it. By increasing skills levels and confidence, clients who once were marginalized become invested in their community and contribute more meaningfully to it in a variety of ways, from joining the local workforce to voting in elections, taking part in community events, using the library, and volunteering. Adequate adult literacy levels are also associated with improved health and decreased incarceration and recidivism rates (F), making for a healthier and safer community.

**Quantitative and qualitative measures:** TLP measures individual outcomes by working with each participant to identify education and career goals and develop an individualized curriculum for meeting those goals. **Quantitative measures** includes scale-scored, pre-and post-program assessments of participants’ academic skills and work readiness; attendance records; and outcomes achievements. Educational progress is assessed using standardized DESE measurements, the Massachusetts Adult Proficiency Test (MAPT), GED pretests and passage rates, and DESE Curriculum Frameworks standards. **Qualitative evaluation** includes staff observation, maintenance of meeting notes and other client/staff communications in client progress files, and daily and monthly written client self-assessments of progress toward goals. TLP also assesses its programs through monthly site reports of demographic and performance data, annual assessment of TLP data entered into the DESE database, and semi-annual client surveys.

## **F. Evaluation**

### ***Short-term goals (includes projected service numbers for each of Quarters 1-6)***

- Q1 (Sept.\*): Conduct recruitment outreach with 20 former clients who stopped their program participation while still in need of services.
- Q1: Conduct recruitment outreach through local media, social service agencies, etc. (ongoing as needed).
- Q1: Serve 7 new clients.
- Q2 (Oct-Dec): Serve 16 new clients as well as continuing clients as needed.
- Q3 (Jan-Mar): Serve 14 new clients as well as continuing clients as needed.
- Q4 (Apr-Jun): Serve 7 new clients as well as continuing clients as needed.
- Q5 (Sept.): Serve 7 new clients as well as continuing clients as needed.
- Q6 (Oct-Dec): Serve 9 new clients as well as continuing clients as needed.

\*TLP is closed during July and August.

### ***Long-term goals***

By the end of the grant period:

- 60 Amherst residents will have benefited from transitions services.
- On average, each client will have achieved 2 primary outcomes/momentum points. (Q)

Changes in the target population that indicate program success are the achievement of primary outcomes and momentum points discussed above. To evaluate program impact, TLP will:

- Track achievement of outcomes/momentum points in student files
- Produce monthly and annual reports for tracking outcomes data agency-wide
- Produce quarterly CDBG reports
- Solicit qualitative program assessment from clients during counseling/other meetings
- Administer a semi-annual client survey to assess client satisfaction and self-perception of progress.

Client achievements will decrease the municipality's responsibility to this target population as clients move toward economic security and self-sufficiency, thus reducing and ultimately eliminating their need for emergency/public assistance. Additional beneficiaries are the families, employers, and community members who benefit as clients contribute more productively to family life, the workforce, and the community. In referring clients to other needed services, and in conducting outreach with local agencies to obtain client referrals, TLP's transitions program is an integral part of a community safety net of social services (C67-68) that all work together, avoiding duplication of service while helping to meet the full range of needs each client must address in order to achieving self-sufficiency (see "Agency Expertise" above for a list of local agencies with which TLP maintains connections).

#### **G. Agency Information**

TLP has provided adult basic education/transitions services since 1984 and has operated a classroom in Amherst since 1995. Starting in 2005, in response to demonstrated student need as well as research confirming that ABE students need extra support for moving on to post-secondary education/training and family-sustaining work, TLP intensified its provision of transitions services by creating the on-site transitions program with CDBG and other funding (for several years in Amherst, this included DTA Literacy Improvement Program funds and a Mass. Woman's Home Missionary Union grant). Instructional staff and transitions counselors are experienced in working with the target population (see staff resumes – source N); staff continually increase their expertise through professional development at monthly staff meetings and through other opportunities. Selected agency data for the last 3 years demonstrate TLP's effectiveness in providing these services:

<b>Outcome/Momentum Point</b>	<b>FY10</b>	<b>FY09</b>	<b>FY08</b>
Earned a GED	55	66	71
Enrolled in post-secondary education or transition to college program/took a college course	39	33	30
Obtained a job/promotion/better job	35	46	40
Conducted a job search	63	61	41

## CERTIFICATE OF TAX COMPLIANCE

Pursuant to Massachusetts General Law chapter 62C, sec 49A, I hereby certify under penalties of perjury that, to the best of my knowledge and belief, I am in compliance with all laws of the Commonwealth relating to taxes, reporting of employees and contractors, and withholding and remitting child support.

04-2907399

Social Security or Federal I.D. number

Indira Roberts

Signature: Individual or Corporate Officer

OCT. 28, 2010

Date

PLEASE PRINT

Corporate Name: The Literacy Project, Inc.

Address: 15 Bank Row, Suite C

City, State, Zip Code: Greenfield, MA, 01301

### CERTIFICATE OF NON-COLLUSION

The undersigned certifies under penalties of perjury that this Proposal or proposal has been made and submitted in good faith and without collusion or fraud with any other person, business, partnership, corporation, union committee, club or other organization, entity or group of individuals.

OCT. 28, 2010

Date

Judith Roberts

Signature of individual submitting Proposal or proposal

The Literacy Project, Inc.

Name of Business

15 Bank Row, Suite C, Greenfield, MA, 01301

Address of Business

## Detailed Budget

### PROJECT BUDGET FORM

Massachusetts CDBG Program FY11- Amherst - Human Service Funding Application

Program Name: The Literacy Project Passport to Success Transitions Program

Program Period:

**18 MONTHS**

July 1, 2011 - December 31, 2012

PERSONNEL Position:	Hourly Rate	Hours Per Week	# Weeks	Total Program Cost	CDBG Cost	Non- CDBG Cost
Transitions Counselor	\$ 18.54	12	66	14,684	14,684	-
Program Director	\$ 24.00	1	66	1,584	1,584	-
Site Director	\$ 19.04	6	66	7,540	-	7,540
Site Instructor	\$ 18.54	6	66	7,342	-	7,342
Technology Coordinator	\$ 19.04	4	66	5,027	-	5,027
<b>TOTAL SALARY</b>				<b>36,176</b>	<b>16,267</b>	<b>19,909</b>
Benefits at 15 %				5,426	2,434	2,992
Taxes at 12 %				4,341	1,947	2,394
<b>TOTAL PERSONNEL</b>				<b>45,943</b>	<b>20,648</b>	<b>25,295</b>
<b>ADMINISTRATIVE COSTS</b>						
Rent, utilities				12,600	2,100	10,500
Telephone				1,100		1,100
Insurance						
Postage				200	-	200
Supplies and materials				500		500
Travel/mileage				500		500
Consultants						
Accounting						
Reproduction/printing				700		700
Advertising				250		250
Community events						
other: Student Transportation				-	350	(350)
other: Equipment/computers					-	-
other: GED test fees				650	325	325
other: Educational materials				1,000	425	575
other: Educational field trips				500	500	-
other: Student food				900	350	550
other: Operating expenses				11,157	1,302	9,855
<b>TOTAL ADMINISTRATIVE</b>				<b>30,057</b>	<b>5,352</b>	<b>24,705</b>
<b>TOTAL PROGRAM COSTS</b>				<b>76,000</b>	<b>26,000</b>	<b>50,000</b>

